

THE FAMILY'S ROLE IN THE PROFESSIONAL GUIDANCE OF STUDENTS ACCORDING TO THE REQUIREMENTS OF THE LABOR MARKET

DR. LAFI FAUWAZ RADHI ALSHAMMARI

Ministry of Education, Saudi Arabia

ABSTRACT

The study aimed to identify the role of the family in the professional guidance of students according to the requirements of the labor market. The study adopted the Descriptive method for a sample of preparatory year students at the University of Hail, the students' inability to be in person at the university, and the difficulty of taking a stratified sample for the three health, scientific and humanitarian tracks, a simple random sample of (395) students was chosen from the preparatory year students at the University of Hail, so questionnaires were distributed electronically to students of various educational tracks, and the study concluded that the interactive role was of a medium degree, the material role was of a high degree, and the compulsory role was of a medium degree.

KEYWORDS: Family, Professional Guidance & Labor Market

Received: Dec 25, 2021; **Accepted:** Jan 15, 2022; **Published:** Jan 17, 2022; **Paper Id.:** IJESRJUN20227

INTRODUCTION

The professional guidance of students within the family is one of the important elements and tools in finding positive decisions for students in choosing scientific specializations in universities, which contributes to raising the state of creativity and skills of students.

The family plays a prominent role in the lives of students through several processes that are represented in improving the educational yield and the quality of academic achievement (Urari, 2017). In addition to developing capabilities through the material and moral means provided to students and teaching them multiple behaviors that characterize and influence their personality (Samira, 2017).

Hence, the role of the family is represented through communication and inspection processes for students, in addition to methods of guidance, which is represented by how close the family is to the students, so the stronger this closeness, the more fruitful the directives (Samir, 2018). The more the family enjoys a good level of education, it has a role in determining the family's contribution to the professional guidance of its students, such as awareness of the importance of education and the future, as the individual's ambition rises and decreases according to the individual's family upbringing during the upbringing process, whose features are evident through the attitudes of the interaction between families and their students (Metheny & Mcwhirter, 2013). These attitudes lead to modifying their behavior and influencing their personalities in a way that pushes them in the correct direction towards the desired career (Wong & Yeung, 2019).

In the same context, the role and contribution of the family directly affects the building and formation of these trends for students in achieving the students's desire to enroll in scientific specializations appropriate to their abilities and desires. However, this can be subjected to many factors, including the influence of the economic and

educational level of the parents and the social position that plays a major role in the decision-making process. by parents. In addition to dialogue, discussion, assuming responsibility from the family and students, and the partnership between the family, students and society (Dhoify, 2018). Consequently, the family must have a culture of guidance based on real data and facts and not just personal ambitions and desires, as many parents achieve their failed aspirations through their students, but in the absence of the students' desire and ability, we get completely opposite results (Galchuk & Savina, 2020).

Accordingly, the family's intervention in the process of professional guidance for their students according to the requirements of the labor market is related to some demographic variables related to the family, such as economic income, educational level, and the number of family members, in addition to the place of origin, as it plays a pivotal role in the professional guidance processes for students and the process of making crucial decisions related to their students. Ayrout (2010) indicated in his study that the degree of vocational guidance came to a high degree, which indicates its importance in the processes of guidance and counseling towards the labor market.

On the other hand, Mrnjaus & Vignjevic (2017) noted that many people choose their professions as a result of urgent desires or casual advice from a friend or relative, or after reading a story in a book, watching a movie, hearing an enthusiastic lecture, or contacting a prominent figure in a profession or under the pressure of parents and family traditions, or because the profession is in line with the level of ambition that the individual has drawn for himself in life, all without looking at his abilities, preparations, and various qualities that are necessary for his success in a profession. Hadi, M, & Bodour indicated that vocational guidance programs contribute to determining the requirements that students must have, in terms of following guidance and follow-up methods.

Suryadi et al (2020) indicates that professional decisions made by the individual do not come from a vacuum, but rather to meet a specific reality in a person's life and that the stress of the social and economic environment plays a role in it. Xing & Rojewski (2018) also argue that everyone is equipped with a willingness to work, and to undertake an activity to release their energy, and that early childhood experiences resulting from parental care approach in satisfying the needs of the child and the parenting relationship are an important element in guiding the tendencies and interests of the individual and in determining his or her future activity.

Based on the foregoing, the social and cultural transformations that the world is witnessing today in general, and Saudi society in particular, has also brought with it changes in the demand for professional guidance, which drives the role of the family in interfering in building and forming directives that help students choose their appropriate specializations as a basic requirement of life. Thus, the family and its students occupy a great position considering the Kingdom's vision 2030, which aims to develop human resources, whose goals are to achieve a significant increase in the preparation of young people who possess technical skills compatible with the needs of the labor market and enable them to find suitable jobs and open the way for them to enter the entrepreneurial world.

According to the previous considerations, this formation and construction influences the orientation of students towards scientific specialties, in addition to many psychological, economic and health effects and benefits for students, as it helps in the harmony of students in scientific specialties as well as the excellence of students in their studies and the happiness of the individual in the scientific and practical disciplines. There is no doubt that this feeling is reflected in the students' practical, social and psychological life. Sound educational vocational guidance helps in placing the right person in the right place, and sound professional guidance leads the individual to feel his value when choosing the right profession

because it is a means of serving others, which helps to produce students who can work and accomplish.

PROBLEM OF THE STUDY

The professional guidance of students by the family has a far-reaching impact on the personality of the students in their present and future lives. This guidance decides and determines their future and charts for them the paths of success or failure, work or unemployment, moderation or deviation, and on the other hand, professional guidance achieves many economic, social and psychological benefits for students. It turns students into creative and productive energies. Economically, placing the individual in the right job leads to an increase in his productive sufficiency, the possibility of his promotion, an increase in his wages and an increase in his skill level. Psychologically, the individual's failure in his profession leads to his feeling of deficiency, failure, frustration, insecurity and anxiety.

It is worth noting that the role of the family in the professional guidance of students according to the requirements of the labor market is represented in the social control pursued by the family in determining the behavior of its students towards the profession that suits the requirements of the labor market. This is what Suryadi's (2020) study indicated in its results that the family has a pivotal role in the professional guidance processes for students, as it focused on the role of the family in helping to make the right decision in choosing a profession in line with the requirements of the labor market. The family's directing of students towards the profession also has positive or negative consequences in the lives of the students through the formation of their attitudes towards the future profession, and this is what the study of Xing & Rojewski (2018) indicated that the role of the family in professional guidance is directly related to the capabilities and desires of their students.

It should be noted that there have been changes in the labor market in terms of scientific progress, technological development and the emergence of the Fourth Industrial Revolution, and the resulting continual creation of new professions and prioritization of competencies with high, proficient and trained skills, neglecting some trades and bringing them to the point of being forgotten. This may have its repercussions on students, and it may be a reason for pushing them towards a vortex of bewilderment and hesitation in making conscious and correct decision-making in this changing world in the absence of rational assistance and guidance.

According to the previous considerations, the pivotal role of the family in the vocational guidance of students in accordance with the requirements of the labor market is evident, based on providing students with experiences, advice and guidance processes that affect their decisions in choosing a profession that suits the requirements of the labor market. From this standpoint, the vision of the Kingdom of Saudi Arabia came to emphasize in its content the achievement of a vibrant society, a prosperous economy and an ambitious nation. In addition to directing human resources that are the basis of the labor market and the pillar on which the economy of any country in the world is built in the right direction, so Vision 2030 gave the family, which is the source of human resources, the highest priority and provided it with the support it needs, because of its important role in professional guidance for students, according to labor market requirements.

The results of the current study can contribute to setting a scientific and practical path for families to direct students and guide them towards professions that are compatible with their capabilities according to the requirements of the labour market. This study sheds light on the different roles that the family can play in the matter of professional guidance for students, an issue in which the roles of the family are complementary with the roles of the rest of society's institutions. The results of the study provide those interested in professional development programs for human resources with

recommendations, proposals and means of developing them.

Hence, the above leads the researcher to consider the role of the family in the professional guidance of students in accordance with the requirements of the labor market, within the framework of a diagnosis and an understanding of the context of the actual and procedural contributions made by the family, and in the context of the societal conditions of the Saudi family and its consideration towards the requirements of the labor market, providing answers and an explanation For the following main research question:

What is the role of the family in the professional guidance of students in accordance with the requirements of the labor market?

Objective of the Study

The main objective of the study was to determine the reality of the roles played by the family in the professional guidance of students in accordance with the requirements of the labor market.

Terms of Definition

Role: It is a set of patterns and trends related to the roles that the family plays in professional guidance for students according to the requirements of the labour market (Mangaoil et al, 2017).and accordingly, the roles of the family are represented in this study by indoctrinating the standards and trends that contribute to the process of directing students to the profession that is compatible with the requirements of the labour market.

Family

August Comte defined it as the first cell in society, which is the point from which development begins, and it can be compared in its nature and essence of existence with the living cell in the biological structure of the organism, and it is the first natural and social medium in which the individual grew up and received the first components of his culture, language and heritage (Starek, 2020).

Professional Guidance:

The process of helping individuals by providing them with information and data that helps them and prepares them for opportunities for success at the professional level, in order to help them in professional harmony and reach the highest level of psychological compatibility in order to reach the happiness of the individual and the happiness of society as a whole (Afanasiev et al, 2018).

The researcher defines professional guidance in this study as: all that the family provides in terms of guidance, advice and support to its students about the available professional opportunities in the labor market that are commensurate with their abilities, preferences and capabilities so that they can take the appropriate decision regarding their professional future.

Labor Market

The labor market is defined as the place in which workers get a job that suits their skills and qualifications and agree with the employer on wages, and it is called the unorganized sector, and in this sense, it is included in the employment policy and is considered an important part of economic activity and organization and is responsible for the distribution of jobs and professions (Zhaina et al, 2020).

The researcher defines the labor market in this study: It is the place where the various factors that provide employment elements interact for students of families who are looking for an opportunity to employ their students in proportion to their abilities and skills.

Delimitations of the Study

Objective delimitations: This study focuses on discussing and analyzing the role of the family in professional guidance according to the requirements of the labor market.

Spatial delimitations: University of Hail in the city of Hail in the Kingdom of Saudi Arabia.

Human delimitations: Preparatory year students at the University of Hail in the Kingdom of Saudi Arabia.

Temporal delimitations: the first semester of the academic year 1442 AH.

FIELD STUDY

Methodology of the Study

The study adopted the method of a social survey of a sample of preparatory year students at the University of Hail, to reveal the dimensions related to the subject of the study by monitoring opinions on the roles of the family and analyzing them scientifically.

Sample of the Study

Due to the Corona pandemic, the students' inability to be in person at the university, and the difficulty of taking a stratified sample for the three health, scientific and humanitarian tracks, a simple random sample of (395) students was chosen from the preparatory year students at the University of Hail, so questionnaires were distributed electronically to students of various educational tracks with the help of the students affairs office in the preparatory year by sending the link via the blackboard application, and to ensure that the results are representative of the original community, and then generalization from these results can be made, Stephen Thumbethon's equation was used to calculate the minimum sample, as shown below:

$$n = \frac{N \times p(1 - p)}{[N - 1 \times (d^2 \div z^2)] + p(1 - p)}$$

Where:

N: The size of the community

Z: the standard score corresponding to the level of confidence (0.95) and it is equal to (1.96).

D: The error ratio and it is equal to (0.05)

P: the ratio of availability of the property and the neutralism and it is equal to (0.50)

Then:

$$n = \frac{70602 \times 0.50(1 - 0.50)}{[3066 - 1 \times (0.05^2 \div 1.96^2)] + 0.50(1 - 0.50)} = 341$$

The researcher sought to exceed the minimum target for the sample (341) students, and (395) students responded

to the study.

Instrument of the Study

The researcher designed and constructed the questionnaire based on the subject of the study and its objectives related to functional constructivism theory, the theory of the social role, as well as the nature of data and information required to be obtained, after careful reading of the literature made available to him in previous research and studies in the field of study.

The procedural definition of the role of the family in professional guidance:

The following definition of the role of the family in professional guidance will be adopted by the researcher in this study:

The family role of professional guidance includes the following indicators:

- The conversational role that the family plays in the professional guidance of students.
- The material (economic) role the family plays in the professional guidance of students.
- The compulsory role that the family plays in the professional

Validity of the Questionnaire

To confirm the validity of the study tool (the questionnaire), the researcher conducted an internal consistency test, where the researcher measured the Pearson correlation coefficient between each item and the total score of the dimension belonging to it on a pilot sample of students of the preparatory year consisting of (33) students, and the results show that all the items are significant at the level of (0.01), which indicates that all the components of the study's questionnaire are highly related to the dimension belonging to it, which indicates that the study's questionnaire has a high degree of validity that makes it suitable for field application.

Reliability of the Questionnaire

To measure the reliability of the study tool (the questionnaire), the study used Cronbach's Alpha. The results show that the stability of all study axes is good, as the values of the stability coefficient ranged between (0.807, 0.909), and the overall stability coefficient reached (0.852), which are good stability coefficients that demonstrate the validity of the study tool for field application.

RESULTS AND DISCUSSIONS

The Study Main Question

What is the role of the family in the professional guidance of students in accordance with the requirements of the labor market?

The First Dimension: The Conversational Role

The frequencies, percentages, arithmetic means, standard deviations, and ranks of the responses of the study members of the preparatory year students at the University of Hail were calculated on the items of the first dimension, and the results came as shown in the following table:

Table 1: Responses of the Study Members on the First Dimension: the Conversational Role

No.	Items	Means	Standard deviation	Agreement	Rank
6	My family directs me to specific areas in the job market.	2.68	0.551	Yes	1
5	My family explained to me the requirements of the labor market.	2.58	0.669	Yes	2
8	I had a hard time convincing my family of my professional major.	2.58	0.677	Yes	3
4	My family discusses with me to choose the major.	2.57	0.659	Yes	4
2	My family talks to me about ways to achieve my career ambitions.	2.25	0.775	Yes	5
1	My family directs me to choose the major that will provide me work for the future.	2.15	0.795	Yes	6
7	My family advises me not to match my friends in my future career.	1.98	0.859	To some extent	7
3	My family is interested to know my professional interests that are compatible with my abilities	1.44	0.722	To some extent	8
Total		2.28	0.412	Yes	
* Arithmetic mean score of (3.00)					

The results in Table No. (1) show that the total mean of the estimates of the study sample of students of the preparatory year at the University of Hail on the first dimension: (the conversational role that the family plays in the professional guidance of students according to the requirements of the labor market), reached (2.28 out of 3.00), with a standard deviation of (0.412). This mean falls in the (second) category of the triple scale categories (from 1.67 to 2.33), which refer to the option of (to some extent), which indicates that the conversational role played by the family in the career guidance of students according to the requirements of the labor market is done with a medium degree in total.

This approval reflects the vital role of the family in directing their students towards the specialization that provides work in the future, and there is no doubt that the first step for the professional future is affiliation with a specialization that matches the preferences and abilities of the student and fulfills the aspirations of his family in what they hope for.

The Second Dimension: The Financial Role

The frequencies, percentages, arithmetic means, standard deviations, and ranks of the responses of the study members of the preparatory year students at the University of Hail were calculated on the items of the second dimension, and the results came as shown in the following table:

Table 2: Responses of the Study Members on the Second Dimension: the Financial Role

No.	Items	Means	Standard Deviation	Agreement	Rank
4	My family supports me financially in order to obtain a qualification that allows me to work.	2.67	0.587	Yes	1
2	My family caters to my special needs in order to enhance other professional aspects.	2.64	0.628	Yes	2
6	My family encourages me with bonuses for developing career paths that I desire.	2.53	0.717	Yes	3
1	My family provides modern technical means to develop my professional capabilities.	2.46	0.713	Yes	4
5	My family provides explanations about available professions.	2.39	0.730	Yes	5

3	My family covers the costs of the courses that develop my professional potential.	2.34	0.779	Yes	6
7	My family motivates me to provide financial support to work on a project after graduation.	2.15	0.814	To some Extent	7
Total		2.45	0.530	Yes	
* Arithmetic mean score of (3.00)					

The results in Table (2) show that the total mean of the estimates of the study sample of students of the preparatory year at the University of Hail on the second dimension: (the financial role that the family plays in the professional guidance of students according to the requirements of the labor market), reached (2.45 out of 3.00), with a standard deviation of (0.530). This means, which falls in the (third) category of the triple scale categories (from 2.34 to 3.00), indicates the option of (yes). This shows that the financial role that the family plays in the vocational guidance of students according to the requirements of the labor market is generally carried out to a high degree.

This approval reflects the family's financial support to its students to a high degree in order to obtain a qualification that allows them to work. This is what the researcher returns to the fact that the main goal of most families is to achieve the success of their students in education, and in various aspects of life in general, and this is done by directing the appropriate financial support for obtaining a qualification that provides them with a job opportunity. As a result of the belief of many families that the educational qualification is the first step to ensure that the graduate can join a suitable job, this role came at the forefront of the financial roles that families play in the professional guidance of their students.

The Third Dimension: The Compulsory Role

The frequencies, percentages, arithmetic means, standard deviations, and ranks of the responses of the study members of the preparatory year students at the University of Hail were calculated on the items of the third dimension, and the results came as shown in the following table:

Table 3: Responses of the Study Members on the Third Dimension: The Compulsory Role

No.	Items	Means	Standard deviation	Agreement	Rank
1	My family agreed to a specialization that would allow me to work in a profession that suits my abilities.	2.53	0.677	Yes	1
2	My family directs me to attend professional development courses.	1.99	0.785	To some extent	2
3	My family is forcing me to take up some careers on vacations to gain experience.	1.55	0.726	No	3
4	My family imposed on me to enter specialization according to the requirements of the labor market.	1.55	0.784	No	4
5	My family obliges me to field visits to work sites to get to know their nature.	1.54	0.741	No	5
6	My family forces me to participate in volunteer work to develop my capabilities.	1.52	0.731	No	6
7	My family obliges me to write a conceptual report about the professions I tend to pursue.	1.44	0.693	No	7
8	My family insists that I work in the field in which my brothers and relatives work in the future.	1.38	0.679	No	8
Total		1.69	0.472	To some extent	
* Arithmetic mean score of (3.00)					

The results in Table (3) show that the total of the estimates of the study sample of preparatory year students at the University of Hail on the third dimension: (the compulsory role that the family plays in the professional guidance of students according to the requirements of the labor market), reached (1.69 out of 3.00), with a standard deviation of (0.472). This average falls in the (second) category of the triple scale categories (from 1.67 to 2.33), which refer to the option of (to some extent). This shows that the compulsory role that the family plays in the professional guidance of students in accordance with the requirements of the labor market is done in a (medium) degree in total.

RECOMMENDATIONS

- Directing more awareness campaigns on the importance of education and vocational guidance within the governorates and villages. The results showed that the largest percentage of university students are from cities.
- Providing training and professional courses at reasonable prices commensurate with low-income families, given what the results showed of the impact of income on the family's professional guidance for its students.
- Setting appropriate standards and tests that allow families to discover the professional tendencies of their students at an early stage, and direct families on how to develop these skills.
- The need to inform families and students of the actual needs and requirements of society for professions, and to activate electronic platforms, supervised by the Kingdom in cooperation with private sector companies, to which it relies on publishing the required jobs and their requirements.
- Reconsidering educational specializations to work on harmonizing educational outcomes with the needs of the labor market.

REFERENCES

1. Afanasiev, V., Vrazhnova, M., Nechaev, M., Frolova, S., & Shypovskaia, L. (2018). *Directions of Increasing the Effectiveness of Career Guidance System for Students in Russia*. *Astra Salvensis*, Volume: IX, Number: 18, 193-210.
2. Ayrout M. (2010) *Estimating the degree of vocational guidance for tenth grade students in the Amman Education Directorates from the students' point of view*, *Journal of Specific Education Research*. (4), 87-119.
3. Dhoify, B.(2018). *The role of the family in building a professional future in construction, a study on the socio-cultural dimension in the Algerian society*, *Factsheet for Psychological and Social Studies*, (10): 317-31.
4. Galchuk, O. V., & Savina, M. S. (2020). *Socialization of students in difficult life situations: The polyartistic approach in modern educational space*. *EurAsian Journal of BioSciences*, 14, 233-267.
5. Hadi, M, & Bodour, A (2018). *Requirements for activating vocational guidance and counseling in technical secondary education to confront the problem of unemployment in Port Said Governorate*. *Journal of the College of Education.*, 24(24), 609-627.
6. Mangaoil, A. B., Rungduin, T. T., Abulencia, A. S., & Reyes, W. M. (2017). *Why I want to teach: Exploring factors affecting students' career choice to become teachers*. *The Normal Lights*, 11(2).
7. Metheny, J., & Mcwhirter, E. H. (2013). *Contributions of social status and family support to college students' career decision self-efficacy and outcome expectations*. *Journal of Career Assessment*, 21(3), 378-394.
8. Mrnjaus, K., & Vignjevic, B. (2017). *What will I be when I grow up—theoretical assumptions and pedagogical implications of professional guidance*. *Zbornik Odseka za pedagogiju*, (26), 51-68.

9. Samir, Y.(2018). *The Field of Labor Market*, Al-Hikmah Journal for Social Studies, (14), 140-152, Kunooz Al-Hikma Foundation for Publishing and Distribution.
10. Samira, W.(2017). *The Educational Contribution of the Family to the Educational Excellence of Students*, Unpublished Doctorate Thesis, Mohamed Khader University - Biskra, Algeria.
11. Starek, L. (2020). *Definition of Substitute Family Care and Issues of the School Environment*. *Journal of Education and Training Studies*, 8(9), 43-53.
12. Suryadi, B., Sawitri, D. R., Hayat, B., & Putra, M. (2020). *The Influence of Adolescent-Parent Career Congruence and Counselor Roles in Vocational Guidance on the Career Orientation of Students*. *International Journal of Instruction*, 13(2), 45-60.
13. Urari, S. (2017). *The Contribution of Some Family Factors in Determining the Professional Choices of Students*, A Field Study, *Journal of Communication in the Humanities and Social Sciences*, 50, Badji Mukhtar University.
14. Wong, W. I., & Yeung, S. P. (2019). *Early gender differences in spatial and social skills and their relations to play and parental socialization in students from Hong Kong*. *Archives of sexual behavior*, 48(5), 1589-1602.
15. Xing, X., & Rojewski, J. W. (2018). *Family Influences on Career Decision-Making Self-Efficacy of Chinese Secondary Vocational Students*. *New Waves-Educational Research and Development Journal*, 21(1), 48-67.
16. Zhaina, B., Ospan, S., Elmira, M., Gulnar, K., & Tolganay, B. (2020). *Pedagogical Foundations of the Technology of Vocational Guidance for Students*. *Journal of Intellectual Disability-Diagnosis and Treatment*, 8(4), 770-776.
17. Khatoon, Nuzhath. "Emotional stability, self professional development and its role in effective teaching." *International Journal of Business and General Management* 4.4 (2015): 9-14.
18. Decena, Vener D. "Teaching Styles and Competency Levels of Techno-Vocational Teachers at Ramon Magsaysay Technological University: A Development of Competency-Based Assessment Tool for Techno-Vocational Teachers." *International Journal of Humanities and Social Sciences (IJHSS)* 7.5 (2018): 10.
19. Thangaraj, K., and M. KALPANA. "An evaluative study of the oral skills of undergraduate agricultural students over their entry level." *International Journal of Educational Science and Research (IJESR)* 10.4 (2020): 31-40.
20. Quadros, Candida A., and Jennifer Maria Quadros. "Exploring Critical Quality Factors in Management Education: An Empirical Study." *International Journal of Business Management & Research (IJBMR)* 4.2 (2014): 15-24.